

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



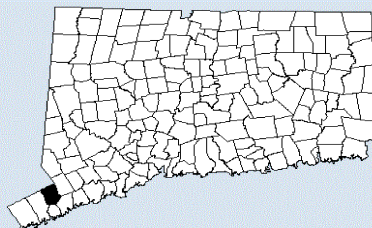
## New Canaan School District

Dr. Mary Kolek, Superintendent • 203-594-4018 • [www.newcanaan.k12.ct.us](http://www.newcanaan.k12.ct.us)

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	4,192
Per Pupil Expenditures <sup>1</sup>	\$18,758
Total Expenditures <sup>1</sup>	\$79,290,566

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,056	49.0	48.3
Male	2,136	51.0	51.6
American Indian	*	*	0.2
Asian	204	4.9	4.6
Black or African American	52	1.2	12.9
Hispanic or Latino	155	3.7	21.2
Pacific Islander	*	*	0.0
White	3,701	88.3	58.4
Two or More Races	71	1.7	2.3
English Language Learners	54	1.3	5.7
Eligible for Free or Reduced-Price Meals	0	0.0	37.3
Students with Disabilities <sup>1</sup>	379	9.0	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	53	2.6	7	0.3
Male	61	2.9	20	0.9
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	0	0.0
White	107	2.9	24	0.6
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	20	5.1	9	2.0
District	114	2.7	27	0.6
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 0**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## New Canaan School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	298.0
Paraprofessional Instructional Assistants	32.3
<b>Special Education</b>	
Teachers and Instructors	35.7
Paraprofessional Instructional Assistants	72.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	8.7
School Level	18.1
<b>Library/Media</b>	
Specialists (Certified)	6.6
Support Staff	4.6
Instructional Specialists Who Support Teachers	23.3
Counselors, Social Workers and School Psychologists	28.7
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	222.1

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	3	0.7	1.0
Black or African American	0	0	3.5
Hispanic	7	1.6	3.6
Native American	1	0.2	0.1
White	420	97.4	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	6	*
White	52	18.5	124	42.8
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	*	*	0	0
District	56	18.4	140	43.5
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	23	50.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	89	84.8
Other Health Impairment	54	81.8
Other Disabilities	*	*
Speech/Language Impairment	94	89.5
District	269	76.0
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## New Canaan School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	1.1	1.4
Emotional Disturbance	7	0.2	1.0
Intellectual Disability	6	0.1	0.4
Learning Disability	105	2.5	4.2
Other Health Impairment	66	1.6	2.5
Other Disabilities	22	0.5	1.0
Speech/Language Impairment	109	2.6	1.9
All Disabilities	362	8.7	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	17	4.6	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	42,447,174	10,075	8,769
Instructional Supplies and Equipment	812,984	193	275
Improvement of Instruction and Educational Media Services	2,465,117	585	487
Student Support Services	8,353,051	1,983	965
Administration and Support Services	8,977,433	2,131	1,600
Plant Operation and Maintenance	7,963,943	1,890	1,472
Transportation	4,163,759	915	786
Costs of Students Tuitioned Out	2,703,170	N/A	N/A
Other	1,403,935	333	178
Total	79,290,566	18,758	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	7,598,315	1,804	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,988,653	26.4	35.6
Noncertified Personnel	4,407,544	29.1	14.5
Purchased Services	1,705,640	11.3	5.0
Tuition to Other Schools	2,703,170	17.9	21.4
Special Ed. Transportation	54,550	0.4	8.5
Other Expenditures	2,260,864	15.0	14.9
Total Expenditures	15,120,421	100.0	100.0

PK-12 Expenditures Used for Special Education	19.1	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.8	95.8
State	3.1	3.0
Federal	1.1	1.2
Tuition & Other	0.0	0.0

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## New Canaan School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	76.0	.	.	.	.	.	
Hispanic or Latino	92.1	83.5	88.9	86.5	.	.	.	.	
English Language Learners	.	.	.	73.2	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	77.8	75.8	75.8	72.4	.	.	.	.	
High Needs	77.8	75.6	75.8	72.9	.	.	.	.	
District	94.9	94.6	95.4	95.3	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	69.6	70.2	68.5	63.7	.	.	.	.	
High Needs	69.6	70.8	68.5	65.9	.	.	.	.	
District	93.6	92.9	93.6	94.1	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	96.4	90.3	91.0	89.4	1,144	92.0
Curl Up	98.1	94.0	97.1	99.1	1,144	96.9
Push Up	94.8	91.6	95.8	88.5	1,144	93.0
Mile Run/PACER	97.7	96.7	94.5	81.9	1,144	93.4
All Tests - District	90.3	79.3	83.2	68.7	1,144	81.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## New Canaan School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	44	90.9	88.2	Yes	88.8
District	339	97.6	94.0	Yes	94.0
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	261	80.1
Male	92.7	243	80.7
Black or African American	*	*	*
Hispanic or Latino	*	10	*
White	93.9	467	81.8
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A
Students with Disabilities	*	*	*
District	93.9	504	80.4
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

#### Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.0	97.4
Male	87.8	93.5
Black or African American	*	*
Hispanic or Latino	*	*
White	87.3	95.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	77.3	91.4
District	87.9	95.7
State	72.7	88.5

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2013-14

## New Canaan School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The New Canaan Public Schools is a learning organization devoted to the ideals of continuous improvement in pursuit of our mission, to build in all students the character, competence, and courage to change the world. Towards this end, NCPS has developed a teacher and administrator evaluation model grounded in effective and frequent feedback, peer coaching, and a rigorous continuum of practice. The ongoing implementation of SRBI/RTI has also been a key part of the district's improvement work and its commitment to providing all students with an exceptional educational experience. General and special education administrators, curriculum leaders, and student services professionals regularly attend and provide RTI training. Special education and other expert educational consultants review programs and assist in updating district frameworks and research based resources. The district continues to invest in professional learning for all special educators, literacy coaches, math coaches, and select classroom teachers in such research based instructional and intervention systems as First Steps and Read 180. Student learning across all areas of performance is assessed on an ongoing basis using multiple indicators of growth. State and national testing continues to demonstrate that New Canaan students perform at or within the top of their peer groups. Honing differentiation practices and evidence-based interventions are professional learning goals for all staff. Student achievements in the sciences, technology, arts, and athletics are evidenced by the number of recognitions and awards garnered in state, regional, and national competitions, and NCPS is proud of the high participation rates for student activities in all of these areas. Service organizations, students, families and teachers collaborate on numerous projects. To ensure we garner external feedback, New Canaan is a member of the TriState Consortium, an organization comprised of districts from CT, NY, and NJ dedicated to continuous improvement of student learning using rigorous standards of performance. New Canaan parents are welcome and active contributors to the schools; in addition to working directly with their children's teachers, they participate in school informational and educational programs, contributing time, expertise, and resources. The strength of the New Canaan Public Schools flows directly from its expert staff, committed and active parents, and supportive town-wide community.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

New Canaan Public Schools provide students with many opportunities throughout its academic program, specifically Social Studies, Language Arts, and World Languages for students to learn about diversity through content that addresses world cultures and by analyzing issues through multiple perspectives. Our English Language Learner program provides staff, students, and parents with opportunities to develop cultural literacy. Exchanges with students across diverse communities and nations are integrated into K-12 learning experiences. While global travel is part of music and world language opportunities, an emerging trend is the use of technology as a connecting tool. New Canaan's commitment to develop culturally competent and bilingual students is evident in the realization of its K-5 World Languages in all of the district's elementary schools and in the expansion of our World Languages program grades 6-12 to include Mandarin. The elementary language program continues to grow as student acquisition of language grows each year. NCNC LINKS, an inter-district program administered by the New Canaan Nature Center, unites all grade 4 NCPS students with peers from Norwalk. The goal of the program is to enhance student awareness of diversity by involving students in integrated partnerships for cooperative learning and teamwork through ecological study. The theme of diversity is used to examine both nature and neighbors using environmental science, and social science learning objectives. All grade 4 New Canaan students study and experience diversity and how it enriches and protects the environment, people, and communities. Other diversity opportunities include: a day of service sponsored by NCHS senior class (330 students) and Kids in Community Service Program, which involves all K-4 students in outreach service projects. The elementary Parent Arts Council sponsors a series of multi-cultural performances that bring in guest artists, including troupes from other nations. These performance-based learning opportunities teach students about the uniqueness of cultures and at the same time focus on unity through the arts.

# District Profile and Performance Report for School Year 2013-14

## New Canaan School District

### **Equitable Allocation of Resources among District Schools**

Allocations across the district are equitably distributed through a collaborative goal setting and budgeting process. Our budgeting process is an inclusive one that incorporates input and feedback from school and community stakeholders. We collaborate with town government to develop and reflect best practices in budgeting and fiscal management. Board of Education policy requires that specific budget goals, assumptions, constraints, and priorities be identified annually. BOE regulation states that budget outcomes shall “provide financial resources to deliver quality services and allocate resources to reflect the importance of the elementary and secondary instructional program.” In creating the budget, administration analyzes current and past expenditures, enrollment projections, student data, BOE goals, and related resource needs. Learning and achievement, safety, security, health, and efficient and effective stewardship of resources are priority goals. We consider the needs of all students and student groups throughout the budgeting processes. Parent associations and community organizations collaborate to ensure that equity remains a key standard of practice.